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ABSTRACT

The Joliet Junior College Academic Skills Center provides an illustration of how writing resources can be organized for easy access and how computer assistance enables efficient organization of the center. Over the years, three approaches to accessing materials have been used: the memory of the instructor, handout worksheets with resource bibliographies, and a looseleaf catalog of resources. A fourth approach being developed involves using a card catalog divided into two sections: card guides of annotated resources and index cards giving access to those resources by individual major and minor writing problems. A computer has been used to manage the skills center, report diagnostic reading test scores, report student evaluations of instructors and courses, provide a careers information program, assist in course planning and revision, and give information for a readability program being developed. (An appendix includes an organizational chart of the structure of the skills center: a guide to useful resources for a skills center: an annotated bibliography of instructional materials, along with their publishers: sample index entries: a list of services provided in the center: and a selected list of types of writing materials in the center.) (TJ)

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Organization of Writing Lab Materials for Efficient Use

by Myra J. Linden, Acadmeic Skills Center, Joliet Junior College

There is one distinct advantage of teaching at Joliet Junior College. We are very well known for one reason and notorious for another. We are well known, of course, as the world's oldest public junior college. In fact, we celebrated our Diamond Jubilee during the Bicentennial Year, an event marked by the governor's declaring a state Joliet Junior College Day. But I don't want you to think that we are stuffy about our venerable past, far from it. For example, our Administration Building, where the Academic Skills Center is located, was recently renamed for our first two presidents: Spicer and Brown. This renaming created a slight problem in choosing the name order. But the school newspaper gleefully pointed out that no matter what the name order, the building will be known as either the BS Building or the SB Building. Of course, you know the notorious reason why Joliet is recognized. I can't understand that---but maybe there is a cause-effect relationship between that reason and the fact that we have such a thriving education program in four local prisons.

I am also happy to report that our Academic Skills Center is thriving. Before I start the main part of my presentation, I should like to direct your attention to the handout that I brought along. In it you will find an organizational chart of our skills center operation. You will also find a single-page information sheet that attempts to give you a bird's eye view of it. I shall mention other pages of the handout as I deliver this paper. Basically, this afternoon I should like to cover two aspects of organizing writing lab materials for efficient use: how I have organized the writing resources in our skills center for easy access and how our use of computer assistance

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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enables us to organize the operation of our center efficiently.

First, the organization of writing resources. One might well inquire, organization for what? With reference to this point, I should like to share a warning issued at a reading conference that I attended on March 23-24th at the Chicago Circle Campus of the University of Illinois. There Dale Johnson, a professor at the School of Education at the University of Wisconsin at Madison, a reading specialist, warned that we must avoid making reading teachers mere materials handlers in a perversion of an individualized approach to teaching reading. Needless,to say, the same caution must be applied to Developmental Writing teachers in a writing lab setting. Now, I am solidly committed to an individualized approach, but a personalized approach as well. And, if a writing teacher has his materials well organized, securing specific resources for individual students becomes a simple task. In fact, students can learn to obtain their own materials. And, the less time students and teachers have to devote to searching for the best resource for a particular writing problem, the more time they have to interact with each other. Moreover, the more basic writing lab housekeeping tasks that are turned over to our friend, Super Typewriter, the computer, the more time we have to spend with students.

The matter of locating the best specific resource to enable a student to attack a specific writing problem is of paramount importance. Students in our Developmental Writing course record and correct as many marked writing problems on their returned papers as they can unassisted. Then they have a conference with a Lab Person, usually their instructor, to check their work, to have their questions answered, and to complete their corrections with some aid. At this point the Lab Person and students decide what particular

area of writing improvement needs attention and together select the resources for this area. Referral students usually come to us with an idea of their problem areas, but, they, too, work with a Lab Person to select the best resources to fit their particular needs. In either case, our access system allows us to zero in upon appropriate resources to fit student needs.

Ten years ago when I moved from teaching Developmental Writing in a classroom setting to teaching it in our Academic Skills Center, I didn't have any problems managing materials. I had only self-generated course materials, mainly booklets and casette tapes, and a few commerical backup resources, particularly the Model T and Model A of programed instruction, English 2600 and English 3200. Since that time, though, a deluge has flooded us with an ocean of resources. During the ten years that our Academic Skills Center has been in existence, we have gradually acquired an astonishing range of these resources to add to our locally-generated materials. And, now, like every other skills center writing teacher, I am faced with the problem of selecting from these resources the materials that best meet my situation, budget, and the needs of my students.

Over the years I have developed three approaches to accessing these materials. At first, I depended upon my memory, which isn't exactly a system. It is more like the operation methods used by a Government Documents Librarian who walks about with a card catalog in her head. In my case I ran out of head room before we ran out of room to display resources. Next, I developed handout work sheets, each devoted to a bibliography of resources upon one specific writing problem such as fragments or run-ons. These were classified by type to enable us to attempt to match cognitive learning styles with resources. However, as our operations continued to expand, it became difficult to update these sheets.

Therefore, I worked up a looseleaf catalog of resources that serves somewhat as a book type card catalog for ASC Lab Persons and users. One copy is left near the writing resources. Another is kept at the para-professional work station; a third is kept in the English Department for use by the faculty. The fourth copy I keep at home in my personal office as a work copy for personal reference and updating. One of the first pages of the catalog is devoted to a floor plan of our skills center. It enables Lab Persons and users to locate resources rapidly. The rest of the catalog is composed of classified bibliographies on writing problems.

I am currently working on my latest stage of organizing resources in our center. For nearly a year I have been developing a card catalog divided into two sections: card guides of annotated resources and index cards giving access to these resources by individual major and minor writing problems, matters of style, organization, and the like. When I complete this two-part file, it will be published in book form. Then I shall probably use the book plus an updated two-part card file to access the constantly expanding world of resources for Developmental Writing. In your handout you will find a sheet that outlines this latest system that will appear in book form within a few months I hope. Extra copies of this sheet are available at the Materials Table.

This brings me to the second part of this paper: the use of computer assistance to enable us to organize the operation of our center efficently. As I remarked earlier, we use the computer to free us to devote more time to personalized work with students. Basically, we use the computer six ways in our skills center, other than the usual administrative uses for class printouts, grade sheets, etc. These are listed in the handout. They are as follows: computer management of the skills center, reporting diagnostic reading test scores for student referral and enrollment in the Developmental Reading course, reporting student evaluations of instructors and courses,

a careers information program, computer-assisted course planning and revision, and a readability program now being developed. In my remaining time, I should like to discuss each of these uses briefly.

First, our computer managed approach to our skills center: this simple, relatively inexpensive process starts with a time clock, a student, and a time card. The student punches in and out upon each center visit, having a Lab Person note his keyed lesson number and initial the card as verification of his visit. Every two weeks course printouts and separate printouts for Referrals are provided. These printouts give the following information: student name, total hours in Academic Skills Center to date, last date of student attendance, major, instructor initials, and a coded list of completed lessons or work. The original printout is Xeroxed and reduced for instructor use. I post my printouts so students have constant evidence of their progress. For students behind schedule, letters are automatically generated and sent out by the Office of Admissions. Phone follow-ups are used constantly to encourage students to meet their commitments. We secure telephone numbers from our regular class printouts to make these calls. The programs used for our center management are free to other schools. Details about obtaining them are given on the sheet listing our six methods of computer assistance.

Second comes our reporting of a diagnostic reading test administered to all newly-enrolled freshman English students. This is the Reading Comprehension Section of the Cooperative English Tests (Educational Testing Service). Our skills center administers this test on the second scheduled class day of the semester. Then within ten days class printouts are sent individual English instructors. These instructors, in turn, urge students to enroll in the Developmental Reading course or come to the center for individual help. Students cannot be required to take either Developmental Writing or Developmental Reading. However, we attempt to make students aware of their options

rather than program them for failure. Recently, these printouts were made available to counselors and advisors as well to enable them to help their students to pick appropriate courses and to secure needed help.

Last semester in an all-school effort, each department developed an instructor evaluation form that evaluates the instructor and his course. The English Department set up a form that can be computer scored item by item on a five-point system. Instructors can secure a printout of results. By the way, at the end of the objective section of this form, we added several discussion-type questions. We use this form for course planning and revision in the skills center. I shall touch upon this matter again later in this paper.

The fourth use that we make of computer assistance is our careers information program, the Vocational Information Program, VIP for short. A consortium of thirty-three area high schools, three prisons, various community service organizations and our own students use this system. It is a unique, economical, computerized, batch-processed career education program. But it is more than that. It is also a unique resource for selected Developmental Writing students. They can interrogate the system through request forms and receive printouts in return. Its flexible modular approach permits the use of resources tailored to a student's individual needs.

I think that possible uses of such a system in our center is evident. The more contact I have with my students through the years, the more I seem to act as a referral system for them. Some of them need information of the type offered by VIP, for example, vocational interest testing, career descriptions, national job opening forecasts, local job forecasts, financial aids information, and national four-year college searches and information.

From their printouts students have opportunities for relevant writing assignments. VIP also provides course materials. For example, an English Mini-Manual lists occupations that require language arts proficiency. Although this manual is designed for high school use, it is equally appropriate for college. Your handout contains pertinent information about VIP if you are interested in more details about it.

Our fifth use of computer assistance for the skills center is in the area of career planning and revision. During the fall semester, 1971, Dr. Robert P. Burke, English Department Chairman, did a study of English Department students. His description of this study appears in the Winter, 1972, issue of Community College Frontiers. I have furnished you with the complete bibliographical citation in the handout. At this time I should like to discuss the aspects of the study that affect our Developmental Writing course.

Students enrolled in English Department courses, the population surveyed in the study, a majority of 55.1% of them, attend our college for economic reasons, 39.9% of them because of its low cost and the remaining 15.2% because of the chance to combine academic course work with paid employment. Furthermore, 65.3% of them work, 36.3% from fifteen to thirty hours a week and 11.7% of them from thirty-one to forty hours a week. Our highest percentage of student workers in the thirty-one to forty hour per week category by course is found among Developmental Writing students, a total of 33.8%.

The second aspect of the study relevant to the Developmental Writing course is student attitude. Rather surprisingly, the students in Developmental Writing, or at least 59.2% of them, agree that the course is necessary for them. Students in the other surveyed courses concurred with a percentage of 61.7%. This lack of a statistically significant difference between the Developmental Writing students' attitudes about their course and the attitudes of students in other department courses is confirmed by my analysis of the

teacher evaluation forms that my students complete each semester.

Obviously, these two aspects of the study findings have affected and continue to affect the Developmental Writing course. We have made several adjustments to meet the needs of employed students. I do want to point out, however, that before the study students could shift class times to meet work schedules. But most of them continued to attend classes during assigned time slots. Now, though, with more and more work being offered in open labs on campus, for example, in the Biology and Business Departments, more and more students each semester take advantage of our flexible scheduling. After the study we changed to an open-lab concept for Developmental Writing. Now each student commits himself to his own schedule. We also began offering variable credit for from one to three semester hours of institutional credit in Developmental Writing. Financial considerations also influence our choice of required student resources and materials.

In addition, we take advantage of the positive feelings that Developmental Writing students have about the course. Such feelings certainly enhance their possibilities of success. Needless to say, each semester I build upon the favorable attitude confirmed by Dr. Burke's study. Each semester also I use student feedback from our computerized instructor evaluation form to revise and improve the course and my teaching methods. For example, this year I formally set up a basic three-level approach to Developmental Writing with course outlines for each. I would hate to think that the burden of course revision and improvement rested upon my shoulders alone. It's much easier to approach these tasks with the help of my students than without it.

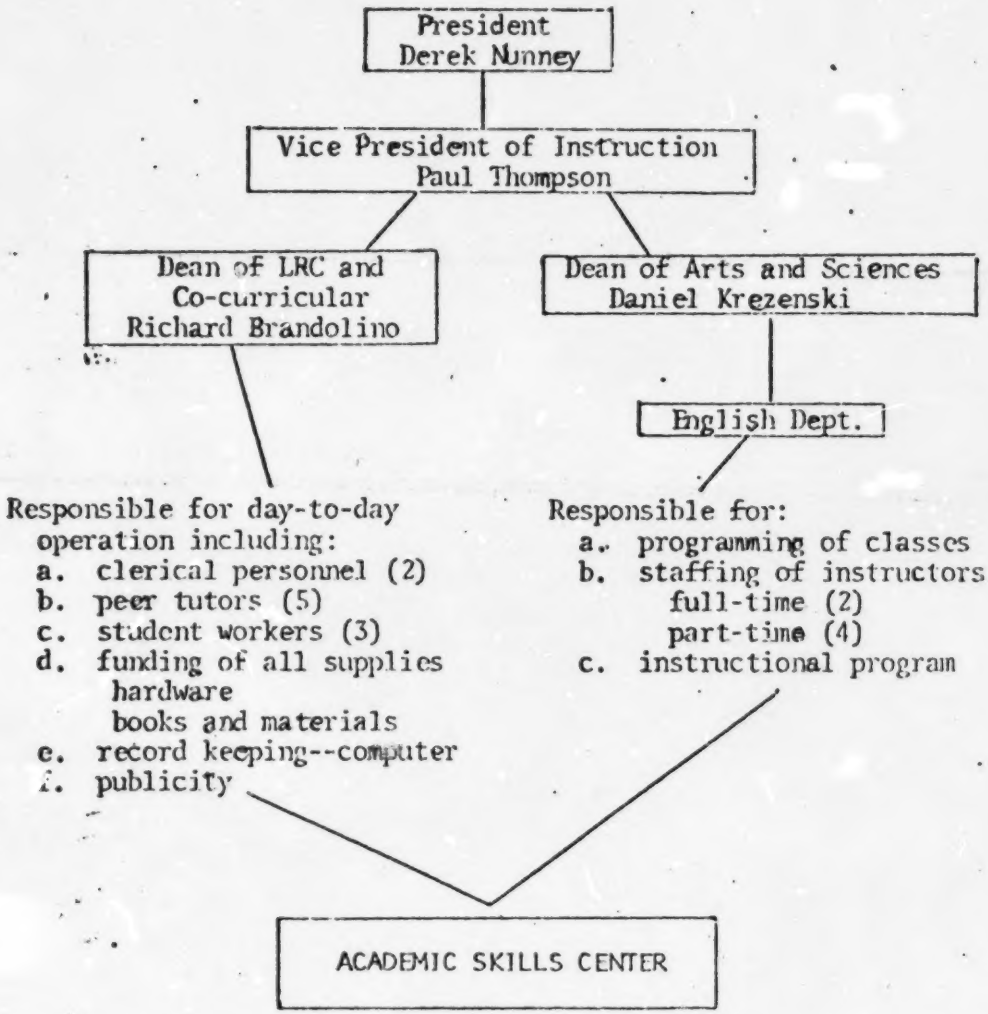
The final use of computer assistance in our center is in the area of readability. Currently the Data Processing Center is completing a readability program for us. When it is finished, we shall be able to use our friendly

Super Typewriter, the computer, to do the dreary arithmetic of calculating readability levels of materials. Already Natalie Miller, the Developmental Reading instructor, and I envision all sorts of possibilities for this program: textbook readability, readability checks to assist students with study skills improvement, checks on the readability of our locally-generated resources, and readability studies and research. Our minds reel at the possibilities. Our fingers itch to get at the computer keyboard.

This discussion of our sixth use of computer assistance concludes my presentation. I shall be glad to answer any of your questions later or to send materials to you if you leave your names and addresses with me.

Organizational Structure of the Academic Skills Center

Joliet Junior College



DEVELOPMENTAL READING CLASSES
DEVELOPMENTAL WRITING CLASSES
ABE INSTRUCTION
SURVEY TESTING OF ALL FRESHMAN RHETORIC STUDENTS FOR READING PLACEMENT
REFERRALS IN READING, WRITING, STUDY SKILLS

PEER TUTORING:
ACCOUNTING
ANATOMY
CHEMISTRY
ENGLISH
MATH
ASSISTANCE TO CONTENT AREA INSTRUCTORS AS REQUESTED

1979 CCCC, Session C-10: HARDWARE AND SOFTWARE IN THE WRITING LAB:
Organization of Writing Lab Materials for
Efficient Use by Myra J. Linden
Academic Skills Center
Joliet Junior College

GUIDE/INDEX TO USEFUL RESOURCES FOR A WRITING SKILLS CENTER

CONTENTS:

Part I:	Guide: Annotated Bibliography:	Drill Materials (Programed Instruction, Question/Answer), Sentence-Combining, Paragraphs, Full-length Themes, Classroom Texts, Study Skills (Dictionaries, Libraries), Spelling, Vocabulary, Writing (Phrases, Close, Sentences, Forms), ESL, Professional References, Media Resources.
Part II:	Index to Individual Drill Materials:	Sentence Level Grammar/Usage/Style/ Structure, Punctuation/Graphics, Writing (Phrases, Close, Sentences, Forms), Paragraphs, Full-length Themes, (Typical Assignments, Guided Assignments, Everyday Business Letters, Resumes, Journals/ Diaries, Literary Papers, Library Papers), Spelling, Study Skills (Dictionary, Library), Traditional Grammar, Vocabulary.

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APPENDIX OF PUBLISHERS/ADDRESSES AND INDEX

SAMPLE GUIDE ENTRIES:

Spelling:

Smith, Genevieve Love. SPELLING BY PRINCIPLES: A PROGRAMED TEXT. Englewood Cliff, N.J.: Prentice-Hall, 1966. 169 pp.

Contents: Works with standard rules: doubling, final e, ie/ei, y to i, plurals, vowels, suffixes, prefixes, "intelligent guesses."

Features: Tests: diagnostic, pre-/post-chapter, final. For handicapped, uncertain post-high school/college students. Developed, tested at Point Park. J.C., Pittsburgh, Pa. Chapter summaries as review, self-help.

Question-Answer:

Bossone, Richard M., and James M. Reid, Jr. THE HANDBOOK OF BASIC ENGLISH SKILLS. 2nd ed. New York: John Wiley, 1978. 388 pp.

Contents: Emphasis upon functional sentence-level grammar/usage. Also covers paragraph, full-length theme, spelling (106 demons).

Features: Twenty-six removeable skills tests. Index. Instructor's Manual. Actually semi-programed. Skills broken into sub-skills. Exercise answers in text. Review test, skill test answers in Instructor's Manual.

Programed Instruction:

Beissel, George. INDIVIDUALIZED USAGE AND COMPOSITION. Ann Arbor: English Services, 1973. 141 pp.

Contents: Similar to Hook's INDIVIDUALIZED ENGLISH cards. Sentence level grammar/usage/style/structure. Some spelling demons, in general common student writing problem areas in compositions.

Features: Good brief review. High school level, also for developmental college. adult levels. Diagnostic Test plus answers.

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SAMPLE INDEX ENTRIES: (Partial Entries)

Spelling: Confused/ing Words:

a, an, and

Bossone/Reid, HANDBOOK OF BASIC ENGLISH SKILLS, p.237.
Fawcett/Sandberg, GRASSROOTS, pp.205-06.
Feinstein, PROGRAMED SPELLING DEMONS, pp. 28-29.

Guided Full-Length Themes:

Optner, Ruth L., WRITING FROM THE INSIDE OUT. Also paragraphs, library papers, literary papers. Narration, pp. 37-84; Exposition, pp. 85-146; Analysis, pp. 147-220; Rhetorical Analysis, Book Review, Library Papers, pp. 221-288.

Williams, Barbara. TWELVE STEPS TO BETTER EXPOSITION. 2nd ed. Excellent. Check Table of Contents. Among others has paragraph by paragraph outlines for time order, detail/illustration, analysis/definition, and reason papers. Also has open-ended assignments.

Fragments: Programed Instruction:

ENGLISH 3200, Unit 6, Lessons 35-36 (pages vary with editions).
Feinstein, PROGRAMED WRITING SKILLS, pp. 115-119.
Hook, INDIVIDUALIZED ENGLISH, Cards 25-26.

NOTE: The Guide/Index entries above represent only a small sampling of available materials.

WRITE FOR ADDITIONAL INFORMATION:

ECONO PRINT
GUIDE/INDEX
P.O. Box 73
New Lenox, Illinois 60451

1979 CCCC, Session C-10,
HARDWARE AND SOFTWARE IN
THE WRITING LAB.

Myra J. Linden
Academic Skills Center
Joliet Junior College

Abstract: Organization of Writing Lab Materials for Efficient Use

This presentation details how I organized the writing resources in our skills center for easy access and how our use of computer assistance enables us to organize the operation of our center efficiently. We are currently in the fourth stage of organizing writing resources in our ten years of operation. In order to locate resources to fit specific writing problems of individual students, I am assembling a two-part card catalog. These parts are an annotated card guide, one card for each resource, and index cards that access these resources by individual major and minor writing problem areas. This guide-index will be published this summer. We use or shall be using computer assistance in our center in six ways: computer management, reporting diagnostic reading scores, reporting student evaluations of instructors and courses, a careers and university information program, course planning and revision, and a readability program (in progress).

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COMPUTER ASSISTANCE IN JOLIET JUNIOR COLLEGE ACADEMIC SKILLS CENTER

1. Management of center: "Computer Academic Skills Center Management at Joliet Junior College," WRITING LAB NEWSLETTER (Upcoming issue). See also "Joliet Junior College Academic Skills Center," WRITING LAB NEWSLETTER, 3, (October, 1978), 1-2.

   NOTE: System uses NCR computer system, programs written in standard COBOL. For free programs for other schools, contact Mr. Ron Bleed, Data Processing Department, Joliet Junior College, 1216 Houbolt Rd., Joliet, Illinois. 60436.

2. Diagnostic reading test results used for instructor referral of students to ASC and for Developmental Reading

3. Student Instructor Evaluation: English Department, Joliet Junior College (11/9/78)

4. Vocational Information Program (VIP): "a unique, economical, computerized career education program"

A. Ten modules:

1. Vocational Interest Testing
2. High School Topics and Orientation Quiz for Junior High School Students
3. National Career Descriptions
4. Military Job Descriptions
5. National Job Opening Forecasts Through 1985
6. Local Job Information
7. Financial Aids
8. Community College Information and Courses
9. National Four-Year College Search and Information
10. High School Subjects Worksheets

B. Operating information

1. NCR or IBM computers (48k)
2. Twenty-two programs - standard COBOL language

NOTE: For additional information: Mr. John Cripe, VIP Coordinator, Data Processing Department, Joliet Junior College, 1216 Houbolt Rd., Joliet, Illinois 60436.

5. Computer-assisted course planning and revision: Burke, Robert P. "Computer Assisted Course Planning in English at Joliet Junior College," Community College Frontiers, I (Winter, 1972), 21-22.

6. Readability program: (in progress)

Myra J. Linden
Academic Skills Center
Joliet Junior College

Prepared for: CCCC, Minneapolis, Minnesota, April 5-7, 1979

SERVICES PROVIDED IN THE ACADEMIC SKILLS CENTER: WRITING

I. COURSES

A. English 010 (Developmental Writing): 3 sem. hrs. (instit). credit, 150 min. week. Grades: Pass, Fail, Inc., Time Extended, Withdraw.
Emphasis: writing paragraphs, correction of individual writing problems, Writing resources, (dictionaries, library), brief reading selections, study skills, support for other sources.
Basis for assignment: 12 or below ACT score, Eng. Dept. Test, Instr./Advisor/Self referral.

B. English 101: Independent Study. Parallels classroom course.

C. English 102: Independent Study. Parallels classroom course.

II. TESTING

A. Diagnostic: English 010, referral testing
B. Pre-and post tests for ASC units
C. Practice tests for CLEP, GRE, Civil Service, etc.

III. REFERRALS: from campus depts., counselor-advisor, self, off-campus sources.

A. Tutoring
B. Writing help(as desired, needed)
C. LRC skills
D. Logic (Soc. Sciences, Speech, Nursing)
E. Job hunting skills

IV. INSTRUCTOR LOAD

A. Five "sections" of English 010, actually times arranged individually for each student.
B. Referrals (as they appear)
C. Independent study (Eng. 101/102)

V. STATISTICS FALL SEMESTER 1978

Total Writing Students		126
Referrals (Writing)		40
Grades:	Pass 53 Fail	27
	Withdraw	13
	Inc./T.E.	21

SELECTED LIST OF TYPES OF WRITING MATERIALS IN THE ACADEMIC SKILLS CENTER

I. SENTENCE STRUCTURE

A. Major Errors
1. Fragments
2. Run/on/Comma Splice
3. Agreement (SV, PA)
4. Misplaced/Dangling Modifiers
5. Verb Tense
6. Spelling

B. Minor Errors
1. Reference
2. Comparison
3. Punctuation, etc.

II. REFERENCE AND STUDY SKILLS

A. LRC Introduction

B. Major Tools
1. General Dictionaries
2. Card Catalogue
3. Reader's Guide
4. Indexes
5. Encyclopedias
6. Reference Books: Almanacs, Handbooks, Atlases, etc.

III. FULL-LENGTH THEMES

A. Book Reviews

B. Research Papers

C. Themes (types)
1. Narrative
2. Descriptive
3. Persuasive/Argumentative
4. Definition
5. Comparison/Contrast
6. Problem Solving
7. Process
8. Analogy
9. Classification/Analysis
10. Cause/Effect

IV. ORGANIZATION OF CONTENT (Outlining)

V. CONTENT: BEING SPECIFIC, CONCRETE

VI. THE PARAGRAPH

VII. TRANSITIONS

SELECTED MATERIALS, Cont.

VIII. STYLE

- A. Diction
- B. Sentence Improvement
- C. Figures of Speech
- D. Satire
- E. Irony
- F. Analogy
- G. Denotation/Connotation
- H. Parody
- I. Symbols (ism)

IX. LOGIC

X. ENGLISH AS A SECOND LANGUAGE

XI. ENGLISH LITERATURE

XII. AMERICAN LITERATURE

XIII. STUDY SKILLS

XIV. TEST PREPARATION

- A. CLEP
- B. Civil Service, etc.

NOTE: There is a complete catalog/index of the materials above in the English Department Office, and the ASC.

JOLIET JUNIOR COLLEGE IN BRIEF

District Size (Square Miles)	1452
District Population	300,000
Students (Total)	11,000
Students (FTE)*	4,300
Faculty/Staff (FTE)*	275
Institutional Budget -- (Total)	7.8 million

*FULL TIME EQUIVALENT

ASC STAFFING: 1 full-time writing, 1 full-time reading inst., part-time inst. (as needed), peer tutors, 1 full-time, 1 part-time clerk.
FINANCING: Local tax monies, state, $8.30 sem. hr. (Fall, 1979 $6.20)

FORMS OF MATERIALS:

I. Programmed Instruction (books, cards, booklets, tapes)

II. Question/Answer

III. Tapes (Cassette)

IV. Filmstrips

V. TV Films

VI. Computor Information Retrieval Material

VII. One-to-One Tutoring (Professional, Peer)

VIII. ESL books

IX. ABE, GED books

X. Vertical File

XI. Periodicals (Magazines, Newspapers)

X. Materials from Northern Illinois Learning Resources Cooperative (plus state LRC network)

XI. Writing resources such as handbooks

XII. Mini-LRC (dictionaries, encyclopedias, indexes, etc.)

USES OF COMPUTER

I. Management of ASC--time, date of attendance, lesson numbers, student information/identification Used for absence follow-up, drops

II. Scoring of required Coop Reading Test --given all entering English students--instructor/advisor printout

III. Feedout on Instructor Evaluation Forms (as desired)

IV. VIP Careers Information

V. Computer Assisted Course Planning

Prepared by: Myra J. Linden (Writing) Academic Skills Center, Joliet Junior College